

Main Criteria: Classroom Supplement Units Kindergarten

Secondary Criteria: Alabama Courses of Study

Subject: Language Arts

Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

Alabama Courses of Study

Language Arts

Grade K - Adopted: 2013

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| STRAND / DOMAIN | AL.RL.K. | Reading Standards for Literature |
| OBJECTIVE / CATEGORY | | Key Ideas and Details |
| STANDARD | RL.K.3. | With prompting and support, identify characters, settings, and major events in a story. [RL.K.3] |
| STRAND / DOMAIN | AL.RL.K. | Reading Standards for Literature |
| OBJECTIVE / CATEGORY | | Craft and Structure |
| STANDARD | RL.K.4. | Ask and answer questions about unknown words in a text. [RL.K.4] |
| STANDARD | RL.K.5. | Recognize common types of texts (e.g., storybooks, poems). [RL.K.5] |
| STRAND / DOMAIN | AL.RL.K. | Reading Standards for Literature |
| OBJECTIVE / CATEGORY | | Range of Reading and Level of Text Complexity |
| STANDARD | RL.K.9. | Actively engage in group reading activities with purpose and understanding. [RL.K.10] |
| STRAND / DOMAIN | AL.RI.K. | Reading Standards for Informational Text |
| OBJECTIVE / CATEGORY | | Key Ideas and Details |
| STANDARD | RI.K.10. | With prompting and support, ask and answer questions about key details in a text. [RI.K.1] |
| STANDARD | RI.K.11. | With prompting and support, identify the main topic and retell key details of a text. [RI.K.2] |
| STRAND / DOMAIN | AL.RI.K. | Reading Standards for Informational Text |
| OBJECTIVE / CATEGORY | | Craft and Structure |
| STANDARD | RI.K.13. | With prompting and support, ask and answer questions about unknown words in a text. [RI.K.4] |
| STRAND / DOMAIN | AL.RI.K. | Reading Standards for Informational Text |
| OBJECTIVE / CATEGORY | | Integration of Knowledge and Ideas |
| STANDARD | RI.K.16. | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [RI.K.7] |
| STANDARD | RI.K.17. | With prompting and support, identify the reasons an author gives to support points in a text. [RI.K.8] |
| STRAND / DOMAIN | AL.RI.K. | Reading Standards for Informational Text |
| OBJECTIVE / CATEGORY | | Range of Reading and Level of Text Complexity |
| STANDARD | RI.K.19. | Actively engage in group reading activities with purpose and understanding. [RI.K.10] |
| STRAND / | AL.RF.K. | Reading Standards: Foundational Skills |

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| DOMAIN | | |
| OBJECTIVE / CATEGORY | | Print Concepts |
| STANDARD | RF.K.20. | Demonstrate understanding of the organization and basic features of print. [RF.K.1] |
| RELATED CONTENT / EXPECTATION | RF.K.20.a. | Follow words from left to right, top to bottom, and page by page. [RF.K.1a] |
| RELATED CONTENT / EXPECTATION | RF.K.20.b. | Recognize that spoken words are represented in written language by specific sequences of letters. [RF.K.1b] |
| RELATED CONTENT / EXPECTATION | RF.K.20.c. | Understand that words are separated by spaces in print. [RF.K.1c] |
| RELATED CONTENT / EXPECTATION | RF.K.20.d. | Recognize and name all uppercase and lowercase letters of the alphabet. [RF.K.1d] |
| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Phonological Awareness |
| STANDARD | RF.K.21. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.K.2] |
| RELATED CONTENT / EXPECTATION | RF.K.21.a. | Recognize and produce rhyming words. [RF.K.2a] |
| RELATED CONTENT / EXPECTATION | RF.K.21.b. | Count, pronounce, blend, and segment syllables in spoken words. [RF.K.2b] |
| RELATED CONTENT / EXPECTATION | RF.K.21.c. | Blend and segment onsets and rimes of single-syllable spoken words. [RF.K.2c] |
| RELATED CONTENT / EXPECTATION | RF.K.21.d. | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.) [RF.K.2d] |
| RELATED CONTENT / EXPECTATION | RF.K.21.e. | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [RF.K.2e] |
| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Phonics and Word Recognition |
| STANDARD | RF.K.22. | Know and apply grade-level phonics and word analysis skills in decoding words. [RF.K.3] |
| RELATED CONTENT / EXPECTATION | RF.K.22.a. | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. [RF.K.3a] |
| RELATED CONTENT / EXPECTATION | RF.K.22.b. | Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [RF.K.3b] |
| RELATED CONTENT / EXPECTATION | RF.K.22.c. | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [RF.K.3c] |
| RELATED CONTENT / EXPECTATION | RF.K.22.d. | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [RF.K.3d] |
| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Fluency |
| STANDARD | RF.K.23. | Read emergent-reader texts with purpose and understanding. [RF.K.4] |
| STRAND / DOMAIN | AL.W.K. | Writing Standards |
| OBJECTIVE / CATEGORY | | Research to Build and Present Knowledge |

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| STANDARD | W.K.29. | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [W.K.7] |
| STRAND / DOMAIN | AL.SL.K. | Speaking and Listening Standards |
| OBJECTIVE / CATEGORY | | Comprehension and Collaboration |
| STANDARD | SL.K.31. | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [SL.K.1] |
| RELATED CONTENT / EXPECTATION | SL.K.31.a. | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). [SL.K.1a] |
| RELATED CONTENT / EXPECTATION | SL.K.31.b. | Continue a conversation through multiple exchanges. [SL.K.1b] |
| STRAND / DOMAIN | AL.SL.K. | Speaking and Listening Standards |
| OBJECTIVE / CATEGORY | | Comprehension and Collaboration |
| STANDARD | SL.K.32. | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [SL.K.2] |
| STANDARD | SL.K.33. | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [SL.K.3] |
| STRAND / DOMAIN | AL.SL.K. | Speaking and Listening Standards |
| OBJECTIVE / CATEGORY | | Presentation of Knowledge and Ideas |
| STANDARD | SL.K.34. | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. [SL.K.4] |
| STANDARD | SL.K.35. | Add drawings or other visual displays to descriptions as desired to provide additional detail. [SL.K.5] |
| STANDARD | SL.K.36. | Speak audibly and express thoughts, feelings, and ideas clearly. [SL.K.6] |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Conventions of Standard English |
| STANDARD | L.K.37. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.K.1] |
| RELATED CONTENT / EXPECTATION | L.K.37.a. | Print many uppercase and lowercase letters. [L.K.1a] |
| RELATED CONTENT / EXPECTATION | L.K.37.b. | Use frequently occurring nouns and verbs. [L.K.1b] |
| RELATED CONTENT / EXPECTATION | L.K.37.c. | Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). [L.K.1c] |
| RELATED CONTENT / EXPECTATION | L.K.37.d. | Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). [L.K.1d] |
| RELATED CONTENT / EXPECTATION | L.K.37.f. | Produce and expand complete sentences in shared language activities. [L.K.1f] |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Conventions of Standard English |
| STANDARD | L.K.38. | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.K.2] |
| RELATED CONTENT / EXPECTATION | L.K.38.a. | Capitalize the first word in a sentence and the pronoun I. [L.K.2a] |
| RELATED CONTENT / EXPECTATION | L.K.38.b. | Recognize and name end punctuation. [L.K.2b] |

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| RELATED CONTENT / EXPECTATION | L.K.38.c. | Write a letter or letters for most consonant and short-vowel sounds (phonemes). [L.K.2c] |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Vocabulary Acquisition and Use |
| STANDARD | L.K.39. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. [L.K.4] |
| RELATED CONTENT / EXPECTATION | L.K.39.a. | Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). [L.K.4a] |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Vocabulary Acquisition and Use |
| STANDARD | L.K.40. | With guidance and support from adults, explore word relationships and nuances in word meanings. [L.K.5] |
| RELATED CONTENT / EXPECTATION | L.K.40.b. | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). [L.K.5b] |
| RELATED CONTENT / EXPECTATION | L.K.40.c. | Identify real-life connections between words and their use (e.g., note places at school that are colorful). [L.K.5c] |
| RELATED CONTENT / EXPECTATION | L.K.40.d. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. [L.K.5d] |

Unit 1

Alabama Courses of Study
Language Arts
Grade K - Adopted: 2013

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| STRAND / DOMAIN | AL.RL.K. | Reading Standards for Literature |
| OBJECTIVE / CATEGORY | | Craft and Structure |
| STANDARD | RL.K.4. | Ask and answer questions about unknown words in a text. [RL.K.4] |
| STANDARD | RL.K.5. | Recognize common types of texts (e.g., storybooks, poems). [RL.K.5] |
| STRAND / DOMAIN | AL.RI.K. | Reading Standards for Informational Text |
| OBJECTIVE / CATEGORY | | Key Ideas and Details |
| STANDARD | RI.K.10. | With prompting and support, ask and answer questions about key details in a text. [RI.K.1] |
| STANDARD | RI.K.11. | With prompting and support, identify the main topic and retell key details of a text. [RI.K.2] |
| STANDARD | RI.K.12. | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [RI.K.3] |
| STRAND / DOMAIN | AL.RI.K. | Reading Standards for Informational Text |
| OBJECTIVE / CATEGORY | | Craft and Structure |
| STANDARD | RI.K.13. | With prompting and support, ask and answer questions about unknown words in a text. [RI.K.4] |
| STRAND / DOMAIN | AL.RI.K. | Reading Standards for Informational Text |
| OBJECTIVE / CATEGORY | | Integration of Knowledge and Ideas |
| STANDARD | RI.K.16. | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [RI.K.7] |
| STANDARD | RI.K.17. | With prompting and support, identify the reasons an author gives to support points |

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| | | in a text. [RI.K.8] |
| STRAND / DOMAIN | AL.RI.K. | Reading Standards for Informational Text |
| OBJECTIVE / CATEGORY | | Range of Reading and Level of Text Complexity |
| STANDARD | RI.K.19. | Actively engage in group reading activities with purpose and understanding. [RI.K.10] |
| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Print Concepts |
| STANDARD | RF.K.20. | Demonstrate understanding of the organization and basic features of print. [RF.K.1] |
| RELATED CONTENT / EXPECTATION | RF.K.20.a | Follow words from left to right, top to bottom, and page by page. [RF.K.1a] |
| RELATED CONTENT / EXPECTATION | RF.K.20.b. | Recognize that spoken words are represented in written language by specific sequences of letters. [RF.K.1b] |
| RELATED CONTENT / EXPECTATION | RF.K.20.c | Understand that words are separated by spaces in print. [RF.K.1c] |
| RELATED CONTENT / EXPECTATION | RF.K.20.d. | Recognize and name all uppercase and lowercase letters of the alphabet. [RF.K.1d] |
| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Phonological Awareness |
| STANDARD | RF.K.21. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.K.2] |
| RELATED CONTENT / EXPECTATION | RF.K.21.a | Recognize and produce rhyming words. [RF.K.2a] |
| RELATED CONTENT / EXPECTATION | RF.K.21.b. | Count, pronounce, blend, and segment syllables in spoken words. [RF.K.2b] |
| RELATED CONTENT / EXPECTATION | RF.K.21.c | Blend and segment onsets and rimes of single-syllable spoken words. [RF.K.2c] |
| RELATED CONTENT / EXPECTATION | RF.K.21.d. | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.) [RF.K.2d] |
| RELATED CONTENT / EXPECTATION | RF.K.21.e | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [RF.K.2e] |
| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Phonics and Word Recognition |
| STANDARD | RF.K.22. | Know and apply grade-level phonics and word analysis skills in decoding words. [RF.K.3] |
| RELATED CONTENT / EXPECTATION | RF.K.22.a | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. [RF.K.3a] |
| RELATED CONTENT / EXPECTATION | RF.K.22.b. | Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [RF.K.3b] |
| RELATED CONTENT / EXPECTATION | RF.K.22.c | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [RF.K.3c] |
| RELATED CONTENT / EXPECTATION | RF.K.22.d. | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [RF.K.3d] |

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| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Fluency |
| STANDARD | RF.K.23. | Read emergent-reader texts with purpose and understanding. [RF.K.4] |
| STRAND / DOMAIN | AL.W.K. | Writing Standards |
| OBJECTIVE / CATEGORY | | Research to Build and Present Knowledge |
| STANDARD | W.K.30. | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.K.8] |
| STRAND / DOMAIN | AL.SL.K. | Speaking and Listening Standards |
| OBJECTIVE / CATEGORY | | Comprehension and Collaboration |
| STANDARD | SL.K.31. | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [SL.K.1] |
| RELATED CONTENT / EXPECTATION | SL.K.31.a. | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). [SL.K.1a] |
| RELATED CONTENT / EXPECTATION | SL.K.31.b. | Continue a conversation through multiple exchanges. [SL.K.1b] |
| STRAND / DOMAIN | AL.SL.K. | Speaking and Listening Standards |
| OBJECTIVE / CATEGORY | | Comprehension and Collaboration |
| STANDARD | SL.K.32. | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [SL.K.2] |
| STANDARD | SL.K.33. | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [SL.K.3] |
| STRAND / DOMAIN | AL.SL.K. | Speaking and Listening Standards |
| OBJECTIVE / CATEGORY | | Presentation of Knowledge and Ideas |
| STANDARD | SL.K.34. | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. [SL.K.4] |
| STANDARD | SL.K.35. | Add drawings or other visual displays to descriptions as desired to provide additional detail. [SL.K.5] |
| STANDARD | SL.K.36. | Speak audibly and express thoughts, feelings, and ideas clearly. [SL.K.6] |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Conventions of Standard English |
| STANDARD | L.K.37. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.K.1] |
| RELATED CONTENT / EXPECTATION | L.K.37.a. | Print many uppercase and lowercase letters. [L.K.1a] |
| RELATED CONTENT / EXPECTATION | L.K.37.b. | Use frequently occurring nouns and verbs. [L.K.1b] |
| RELATED CONTENT / EXPECTATION | L.K.37.c. | Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). [L.K.1c] |
| RELATED CONTENT / EXPECTATION | L.K.37.d. | Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). [L.K.1d] |
| RELATED CONTENT / EXPECTATION | L.K.37.e. | Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). [L.K.1e] |
| RELATED CONTENT / EXPECTATION | L.K.37.f. | Produce and expand complete sentences in shared language activities. [L.K.1f] |

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| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Conventions of Standard English |
| STANDARD | L.K.38. | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.K.2] |
| RELATED CONTENT / EXPECTATION | L.K.38.a. | Capitalize the first word in a sentence and the pronoun I. [L.K.2a] |
| RELATED CONTENT / EXPECTATION | L.K.38.b. | Recognize and name end punctuation. [L.K.2b] |
| RELATED CONTENT / EXPECTATION | L.K.38.c. | Write a letter or letters for most consonant and short-vowel sounds (phonemes). [L.K.2c] |
| RELATED CONTENT / EXPECTATION | L.K.38.d. | Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [L.K.2d] |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Vocabulary Acquisition and Use |
| STANDARD | L.K.39. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. [L.K.4] |
| RELATED CONTENT / EXPECTATION | L.K.39.a. | Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). [L.K.4a] |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Vocabulary Acquisition and Use |
| STANDARD | L.K.40. | With guidance and support from adults, explore word relationships and nuances in word meanings. [L.K.5] |
| RELATED CONTENT / EXPECTATION | L.K.40.a. | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [L.K.5a] |
| RELATED CONTENT / EXPECTATION | L.K.40.b. | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). [L.K.5b] |
| RELATED CONTENT / EXPECTATION | L.K.40.c. | Identify real-life connections between words and their use (e.g., note places at school that are colorful). [L.K.5c] |
| RELATED CONTENT / EXPECTATION | L.K.40.d. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. [L.K.5d] |

Unit 2

**Alabama Courses of Study
Language Arts
Grade K - Adopted: 2013**

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| STRAND / DOMAIN | AL.RL.K. | Reading Standards for Literature |
| OBJECTIVE / CATEGORY | | Key Ideas and Details |
| STANDARD | RL.K.3. | With prompting and support, identify characters, settings, and major events in a story. [RL.K.3] |
| STRAND / DOMAIN | AL.RL.K. | Reading Standards for Literature |
| OBJECTIVE / CATEGORY | | Craft and Structure |
| STANDARD | RL.K.4. | Ask and answer questions about unknown words in a text. [RL.K.4] |
| STANDARD | RL.K.5. | Recognize common types of texts (e.g., storybooks, poems). [RL.K.5] |

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| STRAND / DOMAIN | AL.RL.K. | Reading Standards for Literature |
| OBJECTIVE / CATEGORY | | Range of Reading and Level of Text Complexity |
| STANDARD | RL.K.9. | Actively engage in group reading activities with purpose and understanding. [RL.K.10] |
| STRAND / DOMAIN | AL.RI.K. | Reading Standards for Informational Text |
| OBJECTIVE / CATEGORY | | Key Ideas and Details |
| STANDARD | RI.K.10. | With prompting and support, ask and answer questions about key details in a text. [RI.K.1] |
| STANDARD | RI.K.11. | With prompting and support, identify the main topic and retell key details of a text. [RI.K.2] |
| STANDARD | RI.K.12. | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [RI.K.3] |
| STRAND / DOMAIN | AL.RI.K. | Reading Standards for Informational Text |
| OBJECTIVE / CATEGORY | | Craft and Structure |
| STANDARD | RI.K.13. | With prompting and support, ask and answer questions about unknown words in a text. [RI.K.4] |
| STRAND / DOMAIN | AL.RI.K. | Reading Standards for Informational Text |
| OBJECTIVE / CATEGORY | | Integration of Knowledge and Ideas |
| STANDARD | RI.K.16. | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [RI.K.7] |
| STANDARD | RI.K.17. | With prompting and support, identify the reasons an author gives to support points in a text. [RI.K.8] |
| STRAND / DOMAIN | AL.RI.K. | Reading Standards for Informational Text |
| OBJECTIVE / CATEGORY | | Range of Reading and Level of Text Complexity |
| STANDARD | RI.K.19. | Actively engage in group reading activities with purpose and understanding. [RI.K.10] |
| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Print Concepts |
| STANDARD | RF.K.20. | Demonstrate understanding of the organization and basic features of print. [RF.K.1] |
| RELATED CONTENT / EXPECTATION | RF.K.20.a. | Follow words from left to right, top to bottom, and page by page. [RF.K.1a] |
| RELATED CONTENT / EXPECTATION | RF.K.20.b. | Recognize that spoken words are represented in written language by specific sequences of letters. [RF.K.1b] |
| RELATED CONTENT / EXPECTATION | RF.K.20.c. | Understand that words are separated by spaces in print. [RF.K.1c] |
| RELATED CONTENT / EXPECTATION | RF.K.20.d. | Recognize and name all uppercase and lowercase letters of the alphabet. [RF.K.1d] |
| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Phonological Awareness |
| STANDARD | RF.K.21. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.K.2] |
| RELATED CONTENT / EXPECTATION | RF.K.21.a. | Recognize and produce rhyming words. [RF.K.2a] |
| RELATED | RF.K.21. | Count, pronounce, blend, and segment syllables in spoken words. [RF.K.2b] |

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| CONTENT / EXPECTATION | b. | |
| RELATED CONTENT / EXPECTATION | RF.K.21.c | Blend and segment onsets and rimes of single-syllable spoken words. [RF.K.2c] |
| RELATED CONTENT / EXPECTATION | RF.K.21.d | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /ll/, /rl/, or /xl/.) (Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.) [RF.K.2d] |
| RELATED CONTENT / EXPECTATION | RF.K.21.e | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [RF.K.2e] |
| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Phonics and Word Recognition |
| STANDARD | RF.K.22. | Know and apply grade-level phonics and word analysis skills in decoding words. [RF.K.3] |
| RELATED CONTENT / EXPECTATION | RF.K.22.a | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. [RF.K.3a] |
| RELATED CONTENT / EXPECTATION | RF.K.22.b | Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [RF.K.3b] |
| RELATED CONTENT / EXPECTATION | RF.K.22.c | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [RF.K.3c] |
| RELATED CONTENT / EXPECTATION | RF.K.22.d | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [RF.K.3d] |
| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Fluency |
| STANDARD | RF.K.23. | Read emergent-reader texts with purpose and understanding. [RF.K.4] |
| STRAND / DOMAIN | AL.W.K. | Writing Standards |
| OBJECTIVE / CATEGORY | | Text Types and Purposes |
| STANDARD | W.K.25. | Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic. [W.K.2] |
| STRAND / DOMAIN | AL.W.K. | Writing Standards |
| OBJECTIVE / CATEGORY | | Production and Distribution of Writing |
| STANDARD | W.K.27. | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [W.K.5] |
| STRAND / DOMAIN | AL.W.K. | Writing Standards |
| OBJECTIVE / CATEGORY | | Research to Build and Present Knowledge |
| STANDARD | W.K.30. | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.K.8] |
| STRAND / DOMAIN | AL.SL.K. | Speaking and Listening Standards |
| OBJECTIVE / CATEGORY | | Comprehension and Collaboration |
| STANDARD | SL.K.31. | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [SL.K.1] |
| RELATED CONTENT / EXPECTATION | SL.K.31.a | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). [SL.K.1a] |
| RELATED | SL.K.31. | Continue a conversation through multiple exchanges. [SL.K.1b] |

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| CONTENT / EXPECTATION | b. | |
| STRAND / DOMAIN | AL.SL.K. | Speaking and Listening Standards |
| OBJECTIVE / CATEGORY | | Comprehension and Collaboration |
| STANDARD | SL.K.32. | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [SL.K.2] |
| STANDARD | SL.K.33. | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [SL.K.3] |
| STRAND / DOMAIN | AL.SL.K. | Speaking and Listening Standards |
| OBJECTIVE / CATEGORY | | Presentation of Knowledge and Ideas |
| STANDARD | SL.K.34. | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. [SL.K.4] |
| STANDARD | SL.K.35. | Add drawings or other visual displays to descriptions as desired to provide additional detail. [SL.K.5] |
| STANDARD | SL.K.36. | Speak audibly and express thoughts, feelings, and ideas clearly. [SL.K.6] |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Conventions of Standard English |
| STANDARD | L.K.37. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.K.1] |
| RELATED CONTENT / EXPECTATION | L.K.37.a. | Print many uppercase and lowercase letters. [L.K.1a] |
| RELATED CONTENT / EXPECTATION | L.K.37.b. | Use frequently occurring nouns and verbs. [L.K.1b] |
| RELATED CONTENT / EXPECTATION | L.K.37.c. | Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). [L.K.1c] |
| RELATED CONTENT / EXPECTATION | L.K.37.d. | Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). [L.K.1d] |
| RELATED CONTENT / EXPECTATION | L.K.37.e. | Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). [L.K.1e] |
| RELATED CONTENT / EXPECTATION | L.K.37.f. | Produce and expand complete sentences in shared language activities. [L.K.1f] |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Conventions of Standard English |
| STANDARD | L.K.38. | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.K.2] |
| RELATED CONTENT / EXPECTATION | L.K.38.a. | Capitalize the first word in a sentence and the pronoun I. [L.K.2a] |
| RELATED CONTENT / EXPECTATION | L.K.38.b. | Recognize and name end punctuation. [L.K.2b] |
| RELATED CONTENT / EXPECTATION | L.K.38.c. | Write a letter or letters for most consonant and short-vowel sounds (phonemes). [L.K.2c] |
| RELATED CONTENT / EXPECTATION | L.K.38.d. | Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [L.K.2d] |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / | | Vocabulary Acquisition and Use |

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| CATEGORY | | |
| STANDARD | L.K.39. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. [L.K.4] |
| RELATED CONTENT / EXPECTATION | L.K.39.a. | Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). [L.K.4a] |
| RELATED CONTENT / EXPECTATION | L.K.39.b. | Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. [L.K.4b] |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Vocabulary Acquisition and Use |
| STANDARD | L.K.40. | With guidance and support from adults, explore word relationships and nuances in word meanings. [L.K.5] |
| RELATED CONTENT / EXPECTATION | L.K.40.a. | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [L.K.5a] |
| RELATED CONTENT / EXPECTATION | L.K.40.b. | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). [L.K.5b] |
| RELATED CONTENT / EXPECTATION | L.K.40.c. | Identify real-life connections between words and their use (e.g., note places at school that are colorful). [L.K.5c] |
| RELATED CONTENT / EXPECTATION | L.K.40.d. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. [L.K.5d] |

Unit 3

Alabama Courses of Study
Language Arts
Grade K - Adopted: 2013

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| STRAND / DOMAIN | AL.RL.K. | Reading Standards for Literature |
| OBJECTIVE / CATEGORY | | Key Ideas and Details |
| STANDARD | RL.K.2. | With prompting and support, retell familiar stories, including key details. [RL.K.2] |
| STANDARD | RL.K.3. | With prompting and support, identify characters, settings, and major events in a story. [RL.K.3] |
| STRAND / DOMAIN | AL.RL.K. | Reading Standards for Literature |
| OBJECTIVE / CATEGORY | | Craft and Structure |
| STANDARD | RL.K.4. | Ask and answer questions about unknown words in a text. [RL.K.4] |
| STANDARD | RL.K.5. | Recognize common types of texts (e.g., storybooks, poems). [RL.K.5] |
| STRAND / DOMAIN | AL.RL.K. | Reading Standards for Literature |
| OBJECTIVE / CATEGORY | | Integration of Knowledge and Ideas |
| STANDARD | RL.K.7. | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). [RL.K.7] |
| STRAND / DOMAIN | AL.RL.K. | Reading Standards for Literature |
| OBJECTIVE / CATEGORY | | Range of Reading and Level of Text Complexity |
| STANDARD | RL.K.9. | Actively engage in group reading activities with purpose and understanding. [RL.K.10] |
| STRAND / DOMAIN | AL.RI.K. | Reading Standards for Informational Text |
| OBJECTIVE / CATEGORY | | Key Ideas and Details |

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| STANDARD | RI.K.10. | With prompting and support, ask and answer questions about key details in a text. [RI.K.1] |
| STRAND / DOMAIN | AL.RI.K. | Reading Standards for Informational Text |
| OBJECTIVE / CATEGORY | | Craft and Structure |
| STANDARD | RI.K.13. | With prompting and support, ask and answer questions about unknown words in a text. [RI.K.4] |
| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Print Concepts |
| STANDARD | RF.K.20. | Demonstrate understanding of the organization and basic features of print. [RF.K.1] |
| RELATED CONTENT / EXPECTATION | RF.K.20.a | Follow words from left to right, top to bottom, and page by page. [RF.K.1a] |
| RELATED CONTENT / EXPECTATION | RF.K.20.b. | Recognize that spoken words are represented in written language by specific sequences of letters. [RF.K.1b] |
| RELATED CONTENT / EXPECTATION | RF.K.20.c | Understand that words are separated by spaces in print. [RF.K.1c] |
| RELATED CONTENT / EXPECTATION | RF.K.20.d. | Recognize and name all uppercase and lowercase letters of the alphabet. [RF.K.1d] |
| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Phonological Awareness |
| STANDARD | RF.K.21. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.K.2] |
| RELATED CONTENT / EXPECTATION | RF.K.21.a | Recognize and produce rhyming words. [RF.K.2a] |
| RELATED CONTENT / EXPECTATION | RF.K.21.b. | Count, pronounce, blend, and segment syllables in spoken words. [RF.K.2b] |
| RELATED CONTENT / EXPECTATION | RF.K.21.c | Blend and segment onsets and rimes of single-syllable spoken words. [RF.K.2c] |
| RELATED CONTENT / EXPECTATION | RF.K.21.d. | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /ll/, /rl/, or /xl/.) (Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.) [RF.K.2d] |
| RELATED CONTENT / EXPECTATION | RF.K.21.e | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [RF.K.2e] |
| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Phonics and Word Recognition |
| STANDARD | RF.K.22. | Know and apply grade-level phonics and word analysis skills in decoding words. [RF.K.3] |
| RELATED CONTENT / EXPECTATION | RF.K.22.a | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. [RF.K.3a] |
| RELATED CONTENT / EXPECTATION | RF.K.22.b. | Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [RF.K.3b] |
| RELATED CONTENT / EXPECTATION | RF.K.22.c | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [RF.K.3c] |
| RELATED CONTENT / EXPECTATION | RF.K.22.d. | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [RF.K.3d] |

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| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Fluency |
| STANDARD | RF.K.23. | Read emergent-reader texts with purpose and understanding. [RF.K.4] |
| STRAND / DOMAIN | AL.W.K. | Writing Standards |
| OBJECTIVE / CATEGORY | | Text Types and Purposes |
| STANDARD | W.K.26. | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [W.K.3] |
| STRAND / DOMAIN | AL.SL.K. | Speaking and Listening Standards |
| OBJECTIVE / CATEGORY | | Comprehension and Collaboration |
| STANDARD | SL.K.31. | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [SL.K.1] |
| RELATED CONTENT / EXPECTATION | SL.K.31.a. | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). [SL.K.1a] |
| RELATED CONTENT / EXPECTATION | SL.K.31.b. | Continue a conversation through multiple exchanges. [SL.K.1b] |
| STRAND / DOMAIN | AL.SL.K. | Speaking and Listening Standards |
| OBJECTIVE / CATEGORY | | Comprehension and Collaboration |
| STANDARD | SL.K.32. | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [SL.K.2] |
| STANDARD | SL.K.33. | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [SL.K.3] |
| STRAND / DOMAIN | AL.SL.K. | Speaking and Listening Standards |
| OBJECTIVE / CATEGORY | | Presentation of Knowledge and Ideas |
| STANDARD | SL.K.34. | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. [SL.K.4] |
| STANDARD | SL.K.35. | Add drawings or other visual displays to descriptions as desired to provide additional detail. [SL.K.5] |
| STANDARD | SL.K.36. | Speak audibly and express thoughts, feelings, and ideas clearly. [SL.K.6] |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Conventions of Standard English |
| STANDARD | L.K.37. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.K.1] |
| RELATED CONTENT / EXPECTATION | L.K.37.a. | Print many uppercase and lowercase letters. [L.K.1a] |
| RELATED CONTENT / EXPECTATION | L.K.37.b. | Use frequently occurring nouns and verbs. [L.K.1b] |
| RELATED CONTENT / EXPECTATION | L.K.37.c. | Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). [L.K.1c] |
| RELATED CONTENT / EXPECTATION | L.K.37.d. | Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). [L.K.1d] |
| RELATED CONTENT / EXPECTATION | L.K.37.e. | Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). [L.K.1e] |
| RELATED | L.K.37.f. | Produce and expand complete sentences in shared language activities. [L.K.1f] |

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| CONTENT / EXPECTATION | | |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Conventions of Standard English |
| STANDARD | L.K.38. | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.K.2] |
| RELATED CONTENT / EXPECTATION | L.K.38.a. | Capitalize the first word in a sentence and the pronoun I. [L.K.2a] |
| RELATED CONTENT / EXPECTATION | L.K.38.b. | Recognize and name end punctuation. [L.K.2b] |
| RELATED CONTENT / EXPECTATION | L.K.38.c. | Write a letter or letters for most consonant and short-vowel sounds (phonemes). [L.K.2c] |
| RELATED CONTENT / EXPECTATION | L.K.38.d. | Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [L.K.2d] |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Vocabulary Acquisition and Use |
| STANDARD | L.K.39. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. [L.K.4] |
| RELATED CONTENT / EXPECTATION | L.K.39.a. | Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). [L.K.4a] |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Vocabulary Acquisition and Use |
| STANDARD | L.K.40. | With guidance and support from adults, explore word relationships and nuances in word meanings. [L.K.5] |
| RELATED CONTENT / EXPECTATION | L.K.40.b. | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). [L.K.5b] |
| RELATED CONTENT / EXPECTATION | L.K.40.c. | Identify real-life connections between words and their use (e.g., note places at school that are colorful). [L.K.5c] |
| RELATED CONTENT / EXPECTATION | L.K.40.d. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. [L.K.5d] |

Unit 5

Alabama Courses of Study
Language Arts
Grade K - Adopted: 2013

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| STRAND / DOMAIN | AL.RL.K. | Reading Standards for Literature |
| OBJECTIVE / CATEGORY | | Key Ideas and Details |
| STANDARD | RL.K.2. | With prompting and support, retell familiar stories, including key details. [RL.K.2] |
| STANDARD | RL.K.3. | With prompting and support, identify characters, settings, and major events in a story. [RL.K.3] |
| STRAND / DOMAIN | AL.RL.K. | Reading Standards for Literature |
| OBJECTIVE / CATEGORY | | Craft and Structure |
| STANDARD | RL.K.4. | Ask and answer questions about unknown words in a text. [RL.K.4] |
| STANDARD | RL.K.5. | Recognize common types of texts (e.g., storybooks, poems). [RL.K.5] |

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| STRAND / DOMAIN | AL.RL.K. | Reading Standards for Literature |
| OBJECTIVE / CATEGORY | | Integration of Knowledge and Ideas |
| STANDARD | RL.K.7. | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). [RL.K.7] |
| STRAND / DOMAIN | AL.RL.K. | Reading Standards for Literature |
| OBJECTIVE / CATEGORY | | Range of Reading and Level of Text Complexity |
| STANDARD | RL.K.9. | Actively engage in group reading activities with purpose and understanding. [RL.K.10] |
| STRAND / DOMAIN | AL.RI.K. | Reading Standards for Informational Text |
| OBJECTIVE / CATEGORY | | Key Ideas and Details |
| STANDARD | RI.K.10. | With prompting and support, ask and answer questions about key details in a text. [RI.K.1] |
| STANDARD | RI.K.11. | With prompting and support, identify the main topic and retell key details of a text. [RI.K.2] |
| STANDARD | RI.K.12. | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [RI.K.3] |
| STRAND / DOMAIN | AL.RI.K. | Reading Standards for Informational Text |
| OBJECTIVE / CATEGORY | | Craft and Structure |
| STANDARD | RI.K.13. | With prompting and support, ask and answer questions about unknown words in a text. [RI.K.4] |
| STRAND / DOMAIN | AL.RI.K. | Reading Standards for Informational Text |
| OBJECTIVE / CATEGORY | | Integration of Knowledge and Ideas |
| STANDARD | RI.K.17. | With prompting and support, identify the reasons an author gives to support points in a text. [RI.K.8] |
| STRAND / DOMAIN | AL.RI.K. | Reading Standards for Informational Text |
| OBJECTIVE / CATEGORY | | Range of Reading and Level of Text Complexity |
| STANDARD | RI.K.19. | Actively engage in group reading activities with purpose and understanding. [RI.K.10] |
| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Print Concepts |
| STANDARD | RF.K.20. | Demonstrate understanding of the organization and basic features of print. [RF.K.1] |
| RELATED CONTENT / EXPECTATION | RF.K.20.a. | Follow words from left to right, top to bottom, and page by page. [RF.K.1a] |
| RELATED CONTENT / EXPECTATION | RF.K.20.b. | Recognize that spoken words are represented in written language by specific sequences of letters. [RF.K.1b] |
| RELATED CONTENT / EXPECTATION | RF.K.20.c. | Understand that words are separated by spaces in print. [RF.K.1c] |
| RELATED CONTENT / EXPECTATION | RF.K.20.d. | Recognize and name all uppercase and lowercase letters of the alphabet. [RF.K.1d] |
| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Phonological Awareness |
| STANDARD | RF.K.21. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.K.2] |

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| RELATED CONTENT / EXPECTATION | RF.K.21.a | Recognize and produce rhyming words. [RF.K.2a] |
| RELATED CONTENT / EXPECTATION | RF.K.21.b | Count, pronounce, blend, and segment syllables in spoken words. [RF.K.2b] |
| RELATED CONTENT / EXPECTATION | RF.K.21.c | Blend and segment onsets and rimes of single-syllable spoken words. [RF.K.2c] |
| RELATED CONTENT / EXPECTATION | RF.K.21.d | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.) [RF.K.2d] |
| RELATED CONTENT / EXPECTATION | RF.K.21.e | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [RF.K.2e] |
| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Phonics and Word Recognition |
| STANDARD | RF.K.22. | Know and apply grade-level phonics and word analysis skills in decoding words. [RF.K.3] |
| RELATED CONTENT / EXPECTATION | RF.K.22.a | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. [RF.K.3a] |
| RELATED CONTENT / EXPECTATION | RF.K.22.b | Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [RF.K.3b] |
| RELATED CONTENT / EXPECTATION | RF.K.22.c | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [RF.K.3c] |
| RELATED CONTENT / EXPECTATION | RF.K.22.d | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [RF.K.3d] |
| STRAND / DOMAIN | AL.RF.K. | Reading Standards: Foundational Skills |
| OBJECTIVE / CATEGORY | | Fluency |
| STANDARD | RF.K.23. | Read emergent-reader texts with purpose and understanding. [RF.K.4] |
| STRAND / DOMAIN | AL.W.K. | Writing Standards |
| OBJECTIVE / CATEGORY | | Text Types and Purposes |
| STANDARD | W.K.24. | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). [W.K.1] |
| STANDARD | W.K.25. | Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic. [W.K.2] |
| STANDARD | W.K.26. | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [W.K.3] |
| STRAND / DOMAIN | AL.W.K. | Writing Standards |
| OBJECTIVE / CATEGORY | | Production and Distribution of Writing |
| STANDARD | W.K.27. | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [W.K.5] |
| STRAND / DOMAIN | AL.SL.K. | Speaking and Listening Standards |
| OBJECTIVE / CATEGORY | | Comprehension and Collaboration |
| STANDARD | SL.K.31. | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [SL.K.1] |

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| RELATED CONTENT / EXPECTATION | SL.K.31.a. | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). [SL.K.1a] |
| RELATED CONTENT / EXPECTATION | SL.K.31.b. | Continue a conversation through multiple exchanges. [SL.K.1b] |
| STRAND / DOMAIN | AL.SL.K. | Speaking and Listening Standards |
| OBJECTIVE / CATEGORY | | Comprehension and Collaboration |
| STANDARD | SL.K.32. | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [SL.K.2] |
| STANDARD | SL.K.33. | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [SL.K.3] |
| STRAND / DOMAIN | AL.SL.K. | Speaking and Listening Standards |
| OBJECTIVE / CATEGORY | | Presentation of Knowledge and Ideas |
| STANDARD | SL.K.34. | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. [SL.K.4] |
| STANDARD | SL.K.35. | Add drawings or other visual displays to descriptions as desired to provide additional detail. [SL.K.5] |
| STANDARD | SL.K.36. | Speak audibly and express thoughts, feelings, and ideas clearly. [SL.K.6] |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Conventions of Standard English |
| STANDARD | L.K.37. | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.K.1] |
| RELATED CONTENT / EXPECTATION | L.K.37.a. | Print many uppercase and lowercase letters. [L.K.1a] |
| RELATED CONTENT / EXPECTATION | L.K.37.b. | Use frequently occurring nouns and verbs. [L.K.1b] |
| RELATED CONTENT / EXPECTATION | L.K.37.c. | Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). [L.K.1c] |
| RELATED CONTENT / EXPECTATION | L.K.37.d. | Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). [L.K.1d] |
| RELATED CONTENT / EXPECTATION | L.K.37.e. | Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). [L.K.1e] |
| RELATED CONTENT / EXPECTATION | L.K.37.f. | Produce and expand complete sentences in shared language activities. [L.K.1f] |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Conventions of Standard English |
| STANDARD | L.K.38. | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.K.2] |
| RELATED CONTENT / EXPECTATION | L.K.38.a. | Capitalize the first word in a sentence and the pronoun I. [L.K.2a] |
| RELATED CONTENT / EXPECTATION | L.K.38.b. | Recognize and name end punctuation. [L.K.2b] |
| RELATED CONTENT / EXPECTATION | L.K.38.c. | Write a letter or letters for most consonant and short-vowel sounds (phonemes). [L.K.2c] |
| RELATED CONTENT / | L.K.38.d. | Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [L.K.2d] |

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| EXPECTATION | | |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Vocabulary Acquisition and Use |
| STANDARD | L.K.39. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. [L.K.4] |
| RELATED CONTENT / EXPECTATION | L.K.39.a. | Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). [L.K.4a] |
| STRAND / DOMAIN | AL.L.K. | Language Standards |
| OBJECTIVE / CATEGORY | | Vocabulary Acquisition and Use |
| STANDARD | L.K.40. | With guidance and support from adults, explore word relationships and nuances in word meanings. [L.K.5] |
| RELATED CONTENT / EXPECTATION | L.K.40.a. | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [L.K.5a] |
| RELATED CONTENT / EXPECTATION | L.K.40.b. | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). [L.K.5b] |
| RELATED CONTENT / EXPECTATION | L.K.40.c. | Identify real-life connections between words and their use (e.g., note places at school that are colorful). [L.K.5c] |
| RELATED CONTENT / EXPECTATION | L.K.40.d. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. [L.K.5d] |